



**ST. MARY'S UNIVERSITY COLLEGE  
SCHOOL OF GRADUATE STUDIES**

**THE EXTENT OF EFFECTIVENESS OF THE TRAINING IN  
CIVIL SERVICE UNIVERSITY CENTER FOR TRAINING &  
CONSULTANCY**

**BY  
ABERASH JENBERU**

**FEBRUARY 2013  
ADDIS ABABA, ETHIOPIA**

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**A THESIS SUBMITTED TO ST.MARY'S UNIVERSITY COLLEGE,  
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**ST. MARY'S UNIVERSITY COLLEGE  
SCHOOL OF GRADUATE STUDIES  
FACULTY OF BUSINESS**

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## **DECLARATION**

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of Dr. Tilaye Kassahun ( Ass.Pro.). All sources of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

Name

Signature

**St. Mary's University College, Addis Ababa**

**February, 2013**

## **ENDORSEMENT**

This thesis has been submitted to St. Mary's University College, School of Graduate Studies for examination with my approval as a university advisor.

Advisor

Signature

**St. Mary's University College, Addis Ababa February, 2013**

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## **ABSTRACT**

Training is the process from which employees acquire the capabilities to perform their job and is an essential part of any successful business. Training is linked to employee performance and retention. In addition, employees will not reach their full potential and higher level of productivity unless adequately trained. This paper examines the extent of effectiveness of the training program in ECSUCTC.

Who need to be trained, who will conduct the training, the alignment of the training with the organization strategy and its objectives, how the knowledge and skills learned will transferred to the job, how will the training be monitored and evaluated were problems that needs to be solved in this study. ECSUCTC has been working to offer a wide range of training programs covering skills and disciplines needed by public servants and leaders. In order to achieve this goal it is expected to have a highly organized and updated training program.

To this end a descriptive survey method was employed to tackle the problem. Data were collected from both primary & secondary sources through questionnaires, key information, interview, and documentary analysis. Fairly representative sample were chosen from trainees, trainers, and other key stack holders.

The findings revealed there were problems on need assessment mechanism and evaluating of training program. More over there were a gap on the participation of the trainees on the training plan and its implementation.

## **LIST OF ACRONYMS**

- 1. ECSUCTC:-**      *Ethiopian Civil Service University Center for Training and Consultancy*
- 2. TNA:-**            *Training Need Assessment*
- 3. IT:-**                *Information Technology*
- 4. HRD:-**            *Human Resource Development*
- 5. SA:-**               *Strongly Agree*
- 6. A:-**                *Agree*
- 7. DA:-**              *Disagree*
- 8. N:-**               *Neutral*



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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 BACK GROUND OF THE STUDY**

The beginning of training could be traced to the Stone Age when people started transferring knowledge through signs and deeds to others. Vocational training started during the Industrial Revolution when apprentices were provided direct instruction in the operation of machine (Mirza 2004).

Training and development is increasingly recognized now as the most important organizational activity. Rapid technological change requires newer skills and knowledge in many areas. Training has to be continuously offered to keep employees updated and effective. Different authors define training in many ways. For example, John (2003) define training as the systematic process of altering the behavior of employee in a direct way that will achieve organizational goal. Similarly, Dessler (2003) said recruiting and selecting high potential employee doesn't guaranty that will perform effectively. For one thing, people who don't know what to do or how to do it can't perform effectively even if they want to, your next step is, therefore, to ensure that your employee know what to do and how to do it, you have to orient and train them so, training has to be related to present job, skill and abilities. It has a current orientation and help employees master specific skills and abilities needed to be successful. Wendy (2007) says that organizations that encourage learning, training and development make an international effort to improve not only current performance but also the future performance of employees. Wendy also suggests, the education and training of employees not only help them to learn new skills but are also essential for their motivation and will help organization to attract and retain a highly motivated work force. However, there are some who believe that training has unnecessarily been given undue importance and that the experience on the job is good enough to develop necessary skills and efficiency to perform the job.

According to Mirza (2004), it is true that training cannot entirely substitute experience but it has certain definite advantage over it like:-

- S Training unlike experience can shorten the time required to reach maximum efficiency
- S Cost of training is much less than the cost of gaining experience particularly if one is dealing with expensive equipment

S The result of experience can sometimes be accidental particularly when experience depends solely on trial and error

S The element of predictability is far less when compared to the outcome of a well conceived and conducted training program

Training thus provides certain advantage which is not available by learning through experience. Training function can be broadly divided in to five segments: training objective, identification of training needs, training methods, administration of training program, and training evaluation (Mirza2004.)The basic objective of training differs according to the employee belonging to different levels of organization, the basic objective however is to establish a match between employee and his job. Thus, this training is designed to improve knowledge, skills, and equip the individual to be more effective in his present job or prepare him for a future assignment. However, individual's growth should not be taken as an end. From the point of view of an organization, individual growth is a means to organizational effectiveness (<http://www.eurojournals.com/finance.htm>.) The primary concern of an organization is to exist to persist the viability depends on the efficiency that an organization achieves in meeting its goal and thus retains its market share.

As Wayne F. (2004) stated to assess the utility or value of training, we seek to answer to five questions such as: -

1. Have the trainees achieved a specific level of skills, knowledge or performance?
2. Did change occur?
3. Is the change due to training?
4. Is the change positively related to the achievement of organizational goals?
5. Will similar changes occur with new participant in the same training program?

In addition, Wayne, mentions that in evaluating program it is possible to measure change in terms of four levels :-

S Reaction \_ how do the participant feel about the training program?

S Learning\_ to what extent have the trainees learned what was thought?

S Behavior \_ what on-the-job changes in behavior have occurred because of attendance at the training program? and

S Result\_ to what extent has produced cost related behavior outcomes eg.

Productivity, or quality improvements, related reduction in turn over or accidents?

The evaluation of any training program has certain aim to fulfill. These are concerned with the determination of change in the organization structure. The reason for most training program not being able to be effective is the absence of a need assessment for training, who need to be trained, who will conduct the training, what form of training is best, how will the knowledge and skills learned be transferred to the job, how will the training be monitored and evaluated, etc. Ethiopian Civil Service Training Center has been working to offer a wide range of training programs covering skills and disciplines needed by the public servants and leaders. In order to achieve this goal, it is expected to have a highly organized and updated training program. Therefore, there is a need to know the current status of the Civil Service Training Center with regard to the training design and to suggest a well-organized training program which enables to achieve academic excellence of the training.

## **1.2 STATEMENT OF THE PROBLEM**

Training is expensive if it does not serve the purpose for which it is given. The training should be able to improve the capabilities of individuals and collectively that of the organization. If the program of training does not contribute to the building of organizational capabilities and reflect over a period of time in improved performance, the loss to the organization is far greater than the money spent on training. In addition, the organization could lose its competitive edge and its market position. Hence, training has to serve identified purposes for the organization based on a systematic analysis of its own capabilities and the demands upon it that the future scenario may make. The organization has to identify what skills, attitudes, behavior, knowledge, conceptual and operating capabilities are needed and which of these can be developed through training and which of these require reorientation in policy and management practices. Very few organizations spend enough time to analyze the situation with care before launching on training program. The researcher has also an opportunity to see that most of training programs are not effective because there is no assessment on a need for training, who need to be trained, the alignment of the training with the organizations strategy and its objective, who will conduct the training? What form of training is best? How will the knowledge and skills learned be transferred to the job? How will the training be monitored and evaluated? Etc. especially the question who will conduct the training is a serious one because the training center has only four permanent employees. This implies that all most all trainers are outsiders. Again this implies that the trainers may not be



available as per the training center needs them and this may force to use unqualified person to train the trainees. Even though this situation saves cost it has also its own effect on the training quality.

Ethiopian Civil Service University, Center for Training and Consultancy /CTC/ as one of autonomous training center that contribute to the federal and regional states efforts by building the public sector capacity through short term training programs and consultancy service needs a comprehensive training and development strategy as otherwise it will be difficult to remain successful training center within this competitive environment. Therefore, there is a need to know the current status of the training center with regard to training and development strategy to find out a workable training program which ensures the desired academic excellence of the training center in addition, regardless of the institutional training and development need, employees' awareness and satisfaction the strategic plan, implementing process and outcome of training and development is better to be assessed for the future betterment of the training center.

### **1.3 OBJECTIVE OF THE STUDY**

The general objective of the study is to investigate the extent of the effectiveness of the training program in ECSUCTC especially the study was intends: -

- S To investigate the satisfaction of the trainees with the service (academic & logistical support) of ECSUCTC.
- S To assess the training evaluation mechanism.
- S To measure the capability of the trainer.
- S To investigate the challenge confronting the training center.

### **1. 4 RESEARCH QUESTIONS**

Training is one of the most important and effective means of bringing about change in an organization, and training is a system which feed the needs, skills and knowledge of the people working in the organization these skills and knowledge are acquired to full fill a specific purpose or goal. To react with this a well designed and developed training program is a must based on this the following research questions were addressed:-

1. How effective and efficient is training program management at ECSUCTC.
2. How satisfied are the trainees with the service (academic & logistical support)?
3. How frequently does the institution conduct TNA and training evaluation?
4. How competent are the trainers?
5. What are the main challenges that confront the training center?

### **1.5 SIGNIFICANCE OF THE STUDY**

Many training programs fail to deliver the expected organizational benefit. Causes of failure of training program are: - the top management doesn't appreciate the benefits of training, managers who provide training are not appropriately rewarded by top management, a proper training plan and budget are not in place etc. (<http://www.eurojournals.com/finance.htm>) Having a well structured system in place can help to determine where the problem lays in this regard the result of this study believed to contribute a valuable and achievable insight about the use of training program in assuring sustainable development within a competitive business environment. It will help the employee and the management to have a clear understanding of the current situation of the training program in the training center and to bring employee part of the solution to make effective training program. In addition, the findings of this paper will be a specific significance:-

- The study will have its contribution on the development of sound and comprehensive training program.
- It will assist to initiate the attention in evaluating and placing a workable training program for the training given.
- The study will provides understanding about strategic planning by the training program and as an aid in narrowing information gap.
- Finally it will be used as a source document for the organization and other researchers who want that to make further investigation in the area and for those who will conduct detailed research on the problem.

## **1.6 SCOPE OF THE STUDY**

The scope of this study is limited to describing the extent of effectiveness of the training program in ECSUCTC. The reason for this is that the researcher believes that it could be harder to include training given by other training institution due to time and budget constraint.

**1.7 RESEARCH DESIGN AND METHODOLOGY:** - The research design constitutes the blue print for the collection, measurement, and analysis of data. Research design is the plan and structure of investigation so conceived as to obtain answers to research questions. Research design definition differs in detail but together they give the essential of research design. First the design is a plan for selecting the source and type of information used to answer the research question. Second it is a framework for specifying the relationship among the study's variables. Third it is a blue print that outlines each procedure from the hypothesis to the analysis of data. The design provides to answer for such question as what technique will be used to gather data, what kind of sampling will be used? How will time and cost constraint be dealt with?

### **1.7.1 POPULATION SAMPLING TECHNIQUE**

The population of the study was Director, Trainer, Trainees and the administrative staff of ECSUCTC.

The first self-administered questionnaires were collected through census form from Director Trainers and the administrative staff.

The second types of questionnaires were collected from trainees by using simple random sampling technique. The researcher choose simple random sampling technique because each item in the population has an equal opportunity of being selected so, it eliminate the bias and it is more scientific method of taking sample. In addition, it is more suitable in more homogeneous and comparatively large group.

### **1.7.2 TYPES OF DATA TO BE COLLECTED**

Both quantitative and qualitative types of data collection tools were used to gather data and this study was conducted based on the collection of both primary and secondary data. The primary data were collected through questionnaires. The secondary data was obtained through document analysis this means that a number of books which deals about training were reviewed. In addition, journals, articles, and other related materials which were provided by the training center and individuals and those found on the internet were also referred.

### **1.7.3 METHODS OF DATA COLLECTION**

**Questionnaires**^ It is one of the tools that was used to gather primary data in the study and it is designed using Likert scale. The questionnaires had both open and close ended questions so that choice were provided for close ended questions and blank space for open ended questions to gather relevant information. The first types of self-administrative questionnaires were collected through census form from, Director, Trainer and administrative staff. The second types of questionnaires were collected from trainees by using simple random sampling technique.

**Interview**\_ was conducted with the Director of ECSUCTC thus, the subject of the study was Director, Trainers, Trainees and the administrative staff.

### **1.7.4 DATA ANALYSIS TECHNIQUES**

The objective of the analysis is for drawing important conclusions and recommendations based on the data collected. In this section the researcher present and discuss findings obtained through the different research method utilized: - questionnaires and interviews. The data collected through Likert scale were tabulated and analyzed using a weighted average (MEAN) and percentage method. The researcher choose this because it is more stable, based on all value, rigidly defined, capable of further algebraic treatment and it is also simple to use.

### **1.8 LIMITATION OF THE STUDY**

The major limitation was the time pressure. Due to time factor other training centers were not included, in which case a more meaning full picture would have emerged. The other limitation faced by the researcher was not getting any responsible person of the training center because of their work engagement.

## **CHAPTER TWO**

### **REVIEW OF THE RELATED LITRATURE REVIEWU**

#### **2.1 HUMAN RESOURCE DEVELOPMENT**

The concept of human resource development (HRD) is of comparatively recent origin. HRD is a process which consists of a series of activities conducted to design behavioral change in a specific period. According to Lippitt (1978) cited by Mirza (2004), HRD as a system depends on:-

1. Work itself which generates a higher degree of responsibility for the employees
2. The individuals personal and professional growth
3. The improved quality output as a result of increased responsibility
4. Organization as an open system

Focus on all these aspects is what HRD is all about.

As Rao (1985) cited by Mirza (2004), HRD is a process in which the employees of an organization are continuously helped in a planned way to:-

- A. Acquire or sharpen capabilities required to perform various tasks and functions associated with their present and future expected roles
- B. Develop their general enabling capabilities as individuals so that they are able to discover and exploit their own inner potential for their own and /or organizational development purpose.
- C. Develop an organizational culture where superior subordinate relationships, team work, and collaboration among different sub-units are strong and contribute to the organizational health, dynamism and pride of employees.

HRD as a function consists of various activities related to training, development and performance appraisal. In fact the appraisal helps in identifying potential through appraisal feedback and interviews and training helps in actualizing the potential. All aspects of appraisal and training therefore, play a significant role in achieving the individual's growth

and development. In this respect HRD is more a proactive supportive function because the organization has to take a lead in helping the people to grow and realize their potential.

### **2.1.1 ROLE OF TRAINING IN HRD**

Recognizing the importance of human resource development (HRD) for managerial and corporate excellence some organizations have set up a new and integrated function of HRD headed by very senior executives. A few other organizations, however, continue to limit it to training and hence have merely renamed the training divisions as HRD departments. HRD encompasses many mechanisms and processes that aim at development of employees and their relationships in and with the organization one such important component of HRD is training. HRD managers have a very important and much larger role to perform as agents of organizational change and renewal. The author argues that this distinction is necessary to make proper and fuller use of HRD managers.(Ghosh & Kumar2003)

According to Ghosh and Kumar (2003) many organizations have set up separate HRD departments in the last few years most of these departments are merely managing the training function (identification of training needs, sponsoring employees for external training, organizing in company training programmes, evaluating training, compiling annual training directories etc). In fact there are cases of organizations that have merely renamed their training departments as HRD departments. It is unfortunate that HRD is getting equated with training not only by practitioners in industry but also by some academicians. In equating HRD with training and thereby limiting HRD to training there are certain dangers. To appreciate these it is necessary to understand the concept, need and the mechanisms of HRD and the roles of HRD vis-a-vis training manager.

HRD is a process in which the employees of an organization are continuously helped in a planned way to:-

- Acquire or sharpen capabilities to perform various tasks and functions associated with their present or future expected roles.
- Develop their capabilities as individuals so that they are able to discover and exploit their own inner potential for their own and /or organizational development purposes.

- Develop an organizational culture where superior- subordinate relationships, team work and collaboration among different sub-units are strongly and contribute to the organizational wealth, dynamism and pride of employee. (Ghosh & Kumar 2003)

HRD is a continuous process that may use much mechanism like performance appraisal, feedback and counseling, potential appraisal, training, career planning and job rotation. Many organizations are limiting the HRD activities to training. Training is mostly limited to the development of some tangible, technical and managerial knowledge and skills.

## **2.2 CONCEPT OF TRAINING**

Training today has become an integral part of any company's operations. The need of the hour has rightly forced all enterprises to make this happen so that an adequate supply of personnel becomes available for survival, progress and growth. Since competition is increasing and technology accelerating there is a shortage of adequately educated and trained man power. In some sectors of industry there is even a shortage of man power as well. Not even unskilled workers with the potential of becoming productive employees are available. It means that companies must organize a total training system to utilize two possible sources of manpower:-

- Upgrade the present employee to accept more responsibility within the company by using a properly designed training system
- Harness the locally available net man power in to a training system which will make each individual a productive employee in the shortest possible time at the least cost.

Training has been defined by a number of scholars and trainers like Change agents. Some of the definitions are as follows:-

According to Fllippo (1984) cited by Mohamoud etal.(2010) the act of increasing the skills of an employee for doing a particular job can be termed as training. Similarly Steinmetz (1968) has observed "Training is a term process utilizing a systematic and organized procedure by which non-personnel learns technical knowledge and skills for a definite purpose."

From the above definitions it can asserted training is a technique concerned with the development of skills and knowledge in particular actor discipline. Training enhances and improves person's skills, imparts knowledge to change person's attitudes and values towards a particular direction.

### **Is training the same as development?**

Training will be understood as any learning activity which is directed toward the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of training is the job or task. Example of training needs are- the need to have efficiency and safety in the operation of particular machines or equipment, the need for an effective sales force, and the need for competent management in the organization.

Development - will be seen as any learning activity which is directed towards future needs rather than present needs, and which is concerned more with career growth than immediate performance. The focus of development tends to be primarily on an organizations future man power requirements and secondly on the growth needs of individuals in the work place. Examples of development needs might be the need for managers to be able to utilize the facilities offered by micro computers in the operation of the business, the need for replacing senior staff with potential candidates from within the organization and the need for preparing employee to accept change.(G.A.Cole 2001)

### **2.2.1 SYSTEMATIC APPROACH TO TRAINING**

According to Ghosh and Kumar (2003) systematic approach to training depends on:-

1. Vigorous review of the present situation
2. Clear statement of objectives
3. A well balanced assessment of alternative ways of achieving those objectives and
4. An objective evaluation of the training journey that has been undertaken.

The approach involves: -

Establishing the facts about the present and likely the future man power situation prospective or projected plan, preparing to fill gaps revealed by the facts.

### **2.2.2 TRAINING SYSTEM**

A training system may be defined as a uniform method of accepting existing training conditions and developing additional activities in an orderly controllable manner. The system must be



designed to accept the continual training needs of all personnel of the company. In other words it is an accepted standardized frame work for the interplay of the various activities involved in impartation of training.

It follows from this definition that a training system will naturally differ from company to company as the needs for training differ. Small companies may well need to be grouped by geographical location and by type of business. For large complex enterprises a training system unit may well be necessary at head quarters. Its role should be one of training, innovation and advice, rather than the supply of detailed learning programs and lecture etc. it may have its own training program organized initially but when it expand, it can establish its own.

The advancement of technology in industries is an excellent reason for initiating a training system. New, faster, better, and more productive methods, materials and process require extensive knowledge of the subject in order to operate, maintain and manage them.

The many advantage concerning these new developments require an expert to determine the feasibility and even the justification of the funds necessary to make the initial investigation.

A strategy for a continuing training program must be initiated by every company. It will not only help the company which initiates it but also will be a direct competitive weapon to others attempting to enter the company's marketing area.

With all these factors- timing, economic activity, present and future man power problems, technological advances and completion etc. it is mandatory that every company initiate its own training system when it is found economical.

### **2.2.3 TRAINING PHILOSOPHY**

The training philosophy must describe the overall considerations and beliefs of the company towards knowledge acquisition and the sensible utilization of all knowledge media available

The scope and general practices should be presented in concise statements by the training systems unit and should be agreed up on by the executives of the company. According to Ghosh & Kumar (2003) Some of the main statements of any training philosophy would include the following.

1. Training is the responsibility of the company and of every employee of the company
2. A training system is as much a part of the company's operation as any man, machine, or method.
3. A training system must be implemented through the active involvement of the managers and they will be responsible for its continuation
4. A training system must provide training opportunities for all employees
5. A training system must offer a wide variety of courses and subject matter and have reasonable, logical beginning point for each employee to enter in to the system
6. The training system must not be limited in the use of any source of knowledge or information.
7. The acquisition of knowledge by every employee must be a continuing process.
8. The true measurement of any knowledge is the performance of the employee in utilizing this knowledge on the job.
9. The company must recognize the achievement of each and every employee.
10. The training system must not in any way be involved in the use of pressure or forced participation. It must be voluntary.

#### **2.2.4 TRAINING OBJECTIVE**

The training goal must clearly state what the company expects to attain through the implementation of the training system. The goal must not be imaginary; they must be substantial and attainable aims.

Goal which can be measured are strongly recommended. According to Ghosh and Kumar (2003) Additional sub- goals designed to measure progress may be included.

1. Instill in every employee the desire to become self educative
2. Cause every employee to be professional in his present job.
3. Build a strong foundation of knowledge up on which to base additionally specialized knowledge for
  - a. Personal advancement
  - b. Product expansion
  - c. Company growth

- d. Acceptance of new methods, equipment and processes
4. Provide an in plant source of qualified personnel for promotion and expansion.
5. Develop a total capability in every job satisfaction
6. Lead the competition and industry in training

According to Reld and Barrington (1999), cited by Wendy (2004), the first step in implementing training is to identify training objective. Once the objectives have been established the next step is to identify how best to achieve them, select a strategy then plan, implement and evaluate the training. The training objectives should identify the learning or behavioral objectives to be achieved. It is no enough just to identify the training: this must be linked to the expected change in behavior. This means that in compiling the objectives, thought needs to be given as to how they will be measured, under what type of conditions and to what standard.

Objectives of training must be determined to pave way for the assertion of proper techniques of training. Training is imparted to people in organization with certain defined objectives and goals. However it must be remembered that the goals and objectives of organization differ to a great extent. Hence the defined objectives of a training program should be assessed in the light of the goals of that organization. According to Assheton Committee (1944) cited by Mohamoud et al.(2010) the objectives of training in the following manner:-

- It endeavors to produce a civil servant whose precision and clarity in the transaction of business can be taken for granted.
- It helps attuning the civil servant to the task he is called upon to perform in a changing world. It in other words helps him to adjust his outlook and methods to the changing needs of new times.
- It saves the civil servant from becoming a robot like mechanically perfect civil servant. He is made aware of his work and the service that he is required to render to his community.
- It not only enables an individual to perform his current work more efficiently but also fits him for other duties. It develops in him capacity for higher work and greater responsibilities.
- It pays substantial regard to staff moral as latter have to perform tasks of a routine character throughout their lives.

Similarly Bhagwan and Bhushan (1998), cited by Mohamoud et al.(2010), have also identified the following objectives of training: -

For the performance certain peculiar activities pertaining to the government training plays a significant part.

Training helps the employees to become people oriented and inculcates in them respect and regard for general public.

- I- It broadens the vision and widens the outlook of the employees by explaining to them to make substantial contribution towards realization.
- I- It is vital to a career service. It lists them for advancement which is assured to the employees when they join the government service at young age.
- I- It improves the lone and adds to the quality of organization. Since it enhances the efficiency of the employees and develops their capacities. The efficiency and prestige of the department goes up.
- I It fosters homogeneity of outlook and esprit de corps in the employees.

### **2.2.5 STEPS IN TRAINING AND DEVELOPMENT PROCESS**

According to Gary(1997) there are five steps in training and development process:-

#### **1) Need analysis**

- Identify specific job performance skills needed to improve performance and productivity
- Analyze the audience to ensure that the program will be suited to their specific level of education, experience and skills as well as their attitude and personal motivation.
- Use research to develop specific measurable knowledge and performance objective

#### **2) Instructional Design**

- Gather instructional objectives, methods, media, description of and sequence of content, example, exercise and activities. Organize them in to a curriculum that supports adult learning theory and provides a blue print for program development.

### 3) Validation

- Introduce and validate the training before representative audience. Base final revision on pilot result to ensure program effectiveness

### 4) Implementation

- When applicable boost success with a train - the - trainer work shop that focuses on presentation knowledge and skills in addition to training content.

### 5) Evaluation and follow up

- Training is about improving performance, and therefore training program need to be measured to ensure that this is what they have done.

According to Wayne (2004), Training evaluation should look at four basic categories.

1. Reaction - the trainees views on the program. Did they find it useful? Was it worth while?
2. Learning - have they learned the skills they were supposed to learn? Will they now be able to do their job better?
3. Behavior - has this changed due to the training program? Are they able to work more effectively with colleagues and customer?
4. Result - are the trainees now more productive? Has performance improved? Is it of better quality?

## **2.3 IDENTIFICATION OF TRAINING NEEDS**

As stated earlier, training is the bridge that fills the gap between where an individual is and where the organization wants them to be. To identify such gaps According to Boydell and Leary (2002) cited by Wendy (2007), the organization needs to identify three level of performance, which are:-

Level 1. Implementing - bridging the gap between present and desired performance, measured against existing standards.

Level 2. Improving - to enable a continual rising of standards

Level 3. Innovating - doing new and better things to enable change and a continuous learning organization.

Training is a specialized function. Hence trainer must know exactly what is required from the training program in accordance to the identified tools, framework, techniques; processes are identified in designing and implementing efficient, effective, timely and productive training programs for those who require it. Training needs also determine the nature of training program. Formulation of training program includes those factors that are related to the evaluation of the program in terms of techniques and skills can be properly considered. According to Mahmoud et al.(2010), Any training program must take into consideration three fundamental behavioral aspects: Organization, people, and environment as far as organization are concerned their survival rests on a certain minimum achievement of goals and objectives which are pre defined to customers, owners, employees etc. all these factors are continuously interacting with the organization whose objectives and goals have been formulated to benefit the members of the organization intermittently.

The second assumption that needs to taken into consideration is the fact that these objectives can be achieved only through harnessing the abilities of its people, Releasing potential and maximizing opportunities for development. In other words the achievement of objectives and goals can be effectively and efficiently achieved only if people within the organization possess adequate skills and abilities. If they do not possess the skills and abilities required, the objectives and goals cannot be achieved effectively and efficiently. Hence proper assessment of the abilities and skills of the employees must be considered before any training program is being formulated.

The third assumption is to assess the capability and potential of the employees. The people who are engaged in the accomplishment of goals and objectives, in the new perspective are capable of new learning. If the employees do not possess the required potential to adapt themselves to the new environment, the chances of training programs being a success will be doubtful.

The fourth assumption about people is concerned with the level of ability and the desire to learn. Training is all about learning. Learning organization basically involves people who make or break organization. The organization should be able to provide adequate opportunities and resources where people are able to learn through training new concepts and techniques of management. The assumption is also concerned with matching of achieving organizational goals on one hand and on the other providing attractive learning opportunities. The third assumption

basically requires that the programmers of training should be designed so as to provide learning opportunities that are effective and efficient. The objective of training is fulfilling the individual needs of the employees and that of the organization as well. The fifth assumption is concerned with the environment variable. In a dynamic situation, environment continues to put new pressures and demands upon the system even if it is for survival only. Because of liberalization, competition has become severe and public sector as well private sector has to compete with each other in order to stay a viable entity. Hence changes in the environment can no more be overlooked but need to be understood and adapted to. The need for training, therefore, becomes inevitable. Once it is established that need for training is a necessity, the question arises what type of training is required to meet the three challenges. Another important question that comes to mind is whether the training programmed is able to change the pattern of behavior for which it was trained and how effectiveness will be measured.

**Fig 2.1 Reasons and outcomes of identification of training needs**



**Source** Wendy (2007)

## **2.4 TRAINING METHODS**

According to Mirza (2004) A variety of training methods are available and used by training agencies and organizations. The choice of a method or a mix of methods is a function of number of consideration.

1. The purpose of training is an important consideration in the choice of methodology. Knowledge can be provided by traditional methods of training like lectures and discussions. Skills and attitudes have to be developed by experiential methods or training.
2. The nature of contents often determines the nature of methodology. A concept can be clarified through a lecture while the operation of machine may best be demonstrated.
3. The level of trainees in the hierarchy of the organization also determines the nature of methodology.
4. Finally all organizations have to be concerned with cost factors cost consideration have to be taken in to account while deciding on methods of training however, cost consideration should not override the quality consideration.

According to Mirza (2004) Most prevalent methods of training are:-

1. Lecture method
2. On - the -Job- training method
3. Simulation methods
4. Experiential methods

**2.4.1 LECTURE METHOD** - As the name indicates it refers to a presentation by the trainer on ideas concepts, theories and issues. The method focuses on transmission of knowledge. It entails maximum active role by the trainer and little overt activity by the participants. This method is very useful when concepts, theories, instructions and procedures have to be imparted. It is economical as a large numbers of people can be trained at one time saving cost in terms of man hours and money. However its major disadvantage is that it does not provide for active participation on the part of trainees and hence one does not know the extent of take-home



learning. The participant do not get to share the experiences of other participants, hence learning is limited to what the trainer has to say.

**2.4.2 ON - THE - JOB TRAINING METHOD** - the learning that takes place is centered on the job. The learning takes place in surroundings where he will, in future be working at his regular tasks. Job rotation, brain storming sessions, and syndicate techniques are some of the methods that would come under this category.

- Job rotation refers to one of the techniques of job enrichment. At the initiative of the management tasks are rotated across employee.
- Brainstorming involves professionals with different back grounds who are given a common problem to solve. Since various expertises are involved, it helps in pooling the various points of views and constructing solutions to solve the problem.
- Syndicate methods involves a group of people who pool ideas, examine and share facts, test assumption and draw conclusion, all of which contribute to improve job performance. It is a planned conference and therefore, one major requirement is that all participants have the necessary back ground and knowledge to take an active and meaningful role in the conference.

**2.4.3 SIMULATION METHODS** in this category real - work instance are taken for training to take place. For example role playing, case method and management game, etc

- Role playing is one method where action is involved. Learning takes place when individuals try to improve their job performance by actually doing something about the day-to-day job problems. A hypothetical or real situation is created where each person plays his or somebody else's role.
- Case method is another type where an actual situation is written for discussion. Each participant of the training program is asked to read it and then discuss and analyze the situation the purpose of the method is not to find one solution but many dealing with the situation, each of which is equally plausible given all the facts that are available in the case.
- Management games which use simulation of a business situation for learning. Here the trainees are divided in teams belonging to the management of competing

organizations. After the simulation operating and policy decisions are taken and processed there after the implications are fed back. In - basket method which is a simulation of managers in- trays consisting of reports, mail or any type of item that comes to his in-tray. In the learning situation, the learner is required to read the item, analyze the problem and determine a course of action much in the same way as he would do in his work situation

- Action- learning is another simulation method where relationship is established between learning and doing. In the methods that are mentioned above the participant learn about the problem situations, analyze them, find solution, but they are not called up on to implement the solution. But in action learning program, this aspect is given importance. In this method, managers of one organization go to another organization to tackle the problems identified in the adapted organization.

**2.4.4 EXPERIENTIAL METHOD** - The experiential methods of training are designed to provide an atmosphere of self-learning through group interaction and dynamics. The purpose is to increase the sensitivity of the participants to their own functions as well as the functions of others in the group. The most common experiential method is called sensitivity training or laboratory training. The prime objective of this methodology is to integrate knowledge and theory with experience and practice. The assumption is that changes in behavior cannot come by knowledge alone and hence practice in human relations creates an atmosphere for change in behavior. This is achieved by focusing during training on such things as ability to listen to others, ability to communicate, ability to diagnose the problem correctly, learning to give and receive constructive feedback and understanding complexities of group dynamics. Sensitivity training is a powerful - in bringing out attitudinal changes. However, the trainer has a very significant role to play in it. Without his careful handling of group processes, the whole exercise may turn out to be a chaos without any learning benefit.

## **2.5 TRAINING PROGRAM**

Employee training is a necessity. You need to get new hires up to speed as quickly as possible so they can become productive members of your team. And you want to update the skills of existing

employees so they'll be ready for you to implement new technology, develop new processes and acquire new markets.

You may be able to do much of the training yourself at a significant cost in time, of course. Your more experienced employees are also good sources of training, either on the job or in more formal, off-site sessions held in lunchrooms or classrooms. You can save time but not money if you hire third-party trainers to conduct classroom sessions. Inexpensive, easily repeated training can be found in video-based courses, computer-assisted instruction, and Web-based training.

According to Wendy (2007), whatever training mode you go with, here are keys to developing a good training strategy:

- Start by asking yourself what you want your people to learn. Be as specific as possible.
- Assess your employees' current skill levels. Evaluate the gap between where you want to be and where you are.
- Select one of the training modes described above, based on your time and financial budget. Do not forget to budget for downtime and lost production while class is in session.
- Decide who knows the topic best. It may be you, your veteran employees or a third-party trainer.
- Design a training program. It should call for imparting information to trainees, giving them time to absorb and try out their lessons, providing expert feedback, and giving them a chance to be creative.

Don't forget to make the training enjoyable even fun. And if you get stuck on what to do about any of these training issues, ask the trainees. Your employees may know more than you give them credit for.

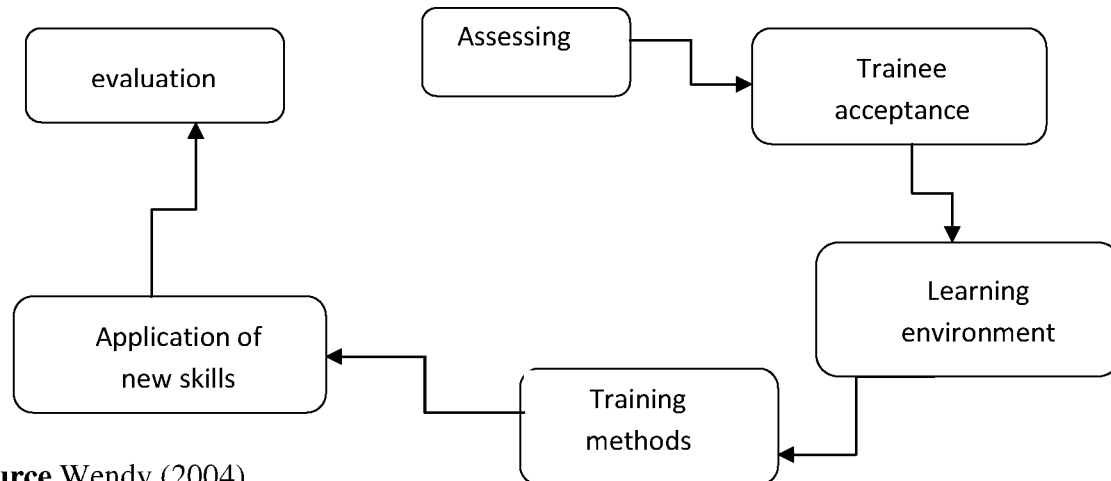
### **2.5.1 DESIGNING EFFECTIVE TRAINING PROGRAM**

According to Wendy (2007) to be effective, training needs to follow a systematic process as can be seen in figure 2.2

- Assessing needs- identify the type of training needed; this may be through an organizational analysis, a person analysis or a task analysis.

- Trainee acceptance- involves the employee accepting the need for training, and having the motivation and basic skills to be able to master the raining content.
- Learning environment- refers to identifying whether the factors are available to enable learning to occur. This will identify the learning aims and objectives to be achieved, the materials available, feedback, evaluation process and other administrative processes.
- Training method- identify how the training will take place, such as on or off the job. The training method needs to be appropriate for the learning environment.

**Figure 2.2 DESIGNING EFFECTIVE TRAINIG PROGRAM**



**Source** Wendy (2004)

- Application of new skills - ensures that trained employees are able to apply their new skills to the job and should involve self management strategies and peer and management support
- Evaluation - determines whether training has achieved its objectives of changed behavior and improved performance.

### **2.5.2 MODELS FOR DESIGNING TRAINING PLAN**

Training has a distinction of being most widely used HR function as well as most disputes in terms of its contribution or effectiveness. Unlike most managers tends to believe the effectiveness of training function contingent up on itself. In other words the overall training plan of an organization must be systematic, compressive and the utility must be self evident. Though

managers agree to this view the raised question is how to design such self demonstrated training plan? What element should be taken to account? What are the do and don'ts Etc. based on their in rightful study of large number of organizational training plan, According to Srinivas (2004) cited by Aaron Hughey and Kenneth Mussnug of Western Kentucky University provided convincing explanation to all these question as indicated below in there paper titled Designing Effective Employee Training Program published in training for quality in 1997. They include the following: -

- 1) The goal of training must be tied with the company's strategic plan these goals reinforce the large mission of the company and are also vital to the continued viability of the training program. Equally important is the ability to reach both individuals and collective employee progress to show explicitly how the acquisitions of new skills and competence have a positive impact on productivity and quality.
- 2) The training plan should identify and detail any specific problem or problems that are currently impeding the company's potential for maximum profitability. These problem should constitutes the core of the training program
- 3) The training plans also should address how progress toward alimentation of skills. Competence deficient problems via training will be assessed. Evaluation should be at both microcosmic and macrocosmic level , i.e both individuals session as well as the overall thirst should be continually assessed for their effectiveness and overall impact
- 4) The plan for employee training should address departmental goal and outline the various objective that will be employed in attempting to meet this objectives. Both a short term of two to four month and long term of three to five years time tables are necessary to ensure mining full result. The plan should formalized and agreed by company personnel at all level
- 5) Always bear in mind that the training is subject to constant updating and revision as new data are quires. It is not an immutable agenda regardless of changes interpersonal or structure , external market condition, as new information become available, the plan must necessary adapt
- 6) Progress toward the attainment of training goal and objective should be monitored on ongoing basis. Accountability is a never ending process. Detailed records must be

maintained that provided evidence concerning the impact of training activities on the bottom line

- 7) Training manager have to avoid becoming so wrapped up in the details of day to day training function that they forget to stop occasionally and assess the overall progress of the training programs. Time must be made for reflection and analysis
- 8) The training plan should serve as a reference point for determining success or feller of the training program. Several critical questions must be continually asked. Have the employee learned as actually to do something new? Does what they have learned represent a better way of doing thing? Do their new skill sets have a positive impact from a cost benefit perspective? Are successes being documented or rewarded? How the training is more effective?

### **2.5.3 TYPESS OF TRAINING PROGRAM**

According to Chatterjee (1978a) cited by Srinivas (2004) four types of standard training program they are:-

1. Induction training
2. Supervisory training
3. Technical training
4. Management development training program.
  1. Induction training - where in anew recruit is introduced to the organization, condition of service, rules of behavior, etc. In addition, it is also given to familiarize a new entrants with the job
  2. Supervisory training - supervisors are trained for technical skills, leadership and qualities.
  3. Technical training - these types of training program helps in inducting new entrants to the operational requirements of the unit and in improving the skills of existing employees for promotions etc.
  4. Management development- this types of training is for managers. These training programs emphasize attitude and values, conceptual knowledge, analytical abilities and decision-making skills. The purpose is to equip managerial personnel for management roles.

While the four kinds of training programs are standard programs the choice depends on the training needs.

#### **2.5.4 IMPLIMENTATION OF TRAINING PLAN -**

After all the necessary home work is done, the trainer is now faced with the real task of implementing the training plans. Implementation involves choice of participant, whether they should be sent to an external program or should the organization offer an in-company program. The decision of sponsoring an external program or organizing an in-company program should look at such issues as availability of relevant program, number of people to be trained, duration for which they could be taken off the job, timings of training program, and cost. Often in company programs with external faculty are preferred because a large number of people can be trained in short period at lower cost. But by the same taken in-plant training has the disadvantage of pulling the trainees away from training to meet emergencies at the plant office.

### **2.6 EVALUATION OF TRAINING**

Training is about improving performance, and therefore training program need to be measured to ensure that this is what they have done.

According to Wendy (2007) training evaluation should look at four basic categories.

1. Reaction - the trainees views on the program. Did they find it useful? Was it worth while?
2. Learning - have they learned the skills they were supposed to learn? Will they now be able to do their job better?
3. Behavior - has this now changed due to the training program? Are they able to work more effectively with colleagues and customer?
- 4 Result - are the trainees now more productive? Has performance improved? Is it of better quality?

Managers who fail to evaluate training will never know if the training has been effective. As has been said before, training is expensive and, mangers need to know that they are getting a return on their investment.

Evaluation of training effectiveness is the most critical phase in not only assessing the quality of training imparted but also to see what future changes in training plan should be made to make it more effective. The training evaluation consists of an evaluation of various aspects of training immediately after the training is over and judging its utility to achieve the goals of the organization. While the first may be easy to evaluate, the second poses complications. The effect of training on performance to achieve organizational objectives is difficult to isolate because performance is a function of complex forces and motives.

## **2.7 FACTORS CONSIDERED WHEN PLANING AND IMPLIMENTING AN EFFECTIVE TRAINING PROGRAM**

Each of the following factors should be carefully considered when planning and implementing an effective training program Donald & James (2009)

- 1.Determining needs
2. Setting objectives
3. Determining subject content
4. Selecting participants
5. Determining the best schedule
6. Selecting appropriate facilities
7. Selecting appropriate instructors
8. Selecting and preparing audiovisual aids
9. Coordinating the program
- 10.Evaluating the program

### **2.7.1 DETERMINING NEEDS**

If programs are going to be effective, they must meet the needs of participants. There are many ways to determine these needs. Here are some of the more common:-

- 1.Ask the participants.
2. Ask the bosses of the participants.
3. Ask others who are familiar with the job and how it is being performed, including subordinates, peers, and customers.



4. Test the participants.
5. Analyze performance appraisal forms.

Participants, bosses, and others can be asked in interviews or by means of a survey. Interviews provide more detailed information, but they require much more time. A simple survey form can provide almost as much information and do it in a much more efficient manner.

### **2.7.2 SETTING OBJECTIVES**

Once the needs have been determined, it is necessary to set objectives. Objectives should be set for three different aspects of the program and in the following order:

1. What results are we trying to accomplish? These results can be stated in such terms as production, quality, turnover, absenteeism, morale, sales, profits, and return on investment (ROI).
2. What behaviors are needed to accomplish these desired results?
3. What knowledge, skills, and attitudes are necessary to achieve the desired behaviors?

In some programs, only increased knowledge is needed. In others, new or improved skills are necessary. And in some, change in attitudes is what is needed.

### **2.7.3 DETERMINING SUBJECT CONTENT**

Needs and objectives are prime factors when determining subject content. Trainers should ask themselves the question, what topics should be presented to meet the needs and accomplish the objectives? The answers to this question establish the topics to be covered. Some modifications may be necessary depending on the qualifications of the trainers who will present the program and on the training budget. For example, the subject of managing stress may be important, but the instructors available are not qualified, and there is no money to hire a qualified leader or buy videotapes and/or packaged programs on the subject. Other pertinent topics then become higher priorities.

### **2.7.4 SELECTING PARTICIPANTS**

When selecting participants for a program, four decisions need to be made:

1. Who can benefit from the training?
2. What programs are required by law or by government edict?

3. Should the training be voluntary or compulsory?
4. Should the participants be segregated by level in the organization, or should two or more levels be included in the same class?

### **2.7.5 DETERMINING THE BEST SCHEDULE**

The best schedule takes three things into consideration: the trainees, their bosses, and the best conditions for learning. Many times, training professionals consider only their own preferences and schedules. An important scheduling decision is whether to offer the program on a concentrated basis.

The schedule should be set and communicated well in advance. The day of the program and the specific time should be established to meet the needs and desires of both the trainees and their bosses. Line managers should be consulted regarding the best time and schedule.

### **2.7.6 SELECTING APROPRIATE FACILITIES**

The selection of facilities is another important decision. Facilities should be both comfortable and convenient. Negative factors to be avoided include rooms that are too small, uncomfortable furniture, noise or other distractions, inconvenience, long distances to the training room, and uncomfortable temperature, either too hot or too cold. A related consideration has to do with refreshments and breaks.

### **2.7.7 SELECTING APROPRIATE INSTRUCTOR**

The selection of instructors is critical to the success of a program. Their qualifications should include knowledge of the subject being taught, a desire to teach, the ability to communicate, and skill at getting people to participate. They should also be “learner oriented”— have a strong desire to meet learner needs. Budgets may limit the possibilities. For example, some organizations limit the selection to present employees, including the training director, the Human Resources manager, and line and staff managers. There is no money to hire outside leaders. Therefore, subject content needs to be tailored to the available instructors, or else instructors need to receive special training. If budgets allow, outside instructors can be hired if internal expertise is not available. The selection of these instructors also requires care. Many organizations feel that they have been burned because they selected outside instructors who did a

poor job. In order to be sure that a potential instructor will be effective, the best approach is to observe his or her performance in a similar situation. The next best approach is to rely on the recommendations of other training professionals who have already used the individual. A very unreliable method is to interview the person and make a decision based on your impressions.

**2.7.8 SELECTING AND PREPARING AUDIOVISUALAIDS-** An audiovisual aid has two purposes: - to help the leader maintain interest and to communicate. Some aids, hopefully only a few minutes long, are designed to attract interest and entertain. This is fine providing they develop a positive climate for learning, when renting or purchasing video tapes and packaged programs, take care to preview them first to be sure that the benefits for the program outweigh the cost. The extent to which such aids should become the main feature of a program depends on the instructor's knowledge and skills in developing his or her own subject content. Some organizations rely entirely on packaged programs because they have the budget but not the skills needed to develop and teach programs of their own. Other training professionals rely primarily on their own knowledge, skill, and materials, and rent or buy videos only as aids. Some organizations have a department that can make effective aids and provide the necessary equipment. Other organizations have to rent or buy them. The important principle is that aids can be an important part of an effective program. Each organization should carefully make or buy the aids that will help it to maintain interest and communicate the message.

### **2.7.9 COORDINATING THE PROGRAM**

Sometimes the instructor coordinates as well as teaches. In other situation a coordinator does not do the teaching.

### **2.7.10 EVALUATING THE PROGRAM**

For evaluation to have a substantive and pervasive impact on the development of training programs, internal resource and personnel such as training designer, trainers, training manager and chief personnel will need to become increasingly involved as program evaluator while using external evaluation specialist has validity advantage, time and budget constraints make this option highly impractical in most cases. Thus the mentality that evaluation is strictly the province of experts often results in there being no evaluation at all. These considerations make a

case for the convenience and cost effectiveness of internal evaluations. However the obvious concern is whether the internal team possesses the expertise required conducting the evaluation, and if they do, how the bias internal evaluators can be minimized.

## **CHAPTER THREE**

### **3.1 PRESENTATION AND ANALYSIS OF DATA**

This chapter deals with presentation, analysis and interpretation of the data collected from ECSUCTC. It is to find appropriate answer to the basic questions raised at the beginning of the study. To this effect the necessary data for the study were collected by using instruments like questionnaires, interview, and observation. The respondents involved in this study were trainees, trainers and the administrative staff of the ECSUCTC. The researcher believes that the respondents are the direct stake holders and as the result they were considered to be relevant as main source of information for the study.

Two techniques were used in collecting the data for the study: questionnaires and interview. The questionnaires were prepared in three forms one for the trainees and the other two forms were for trainer and administrative staff respectively.

A total of 80 questionnaires were distributed to trainees of ECSUCTC. Out of the total distributed questionnaires 100% were collected. 10 questionnaires were prepared and distributed to those trainers working in the training center out of which 100% questionnaires were collected. In addition, 4 questionnaires were prepared and distributed to administrative staff of the training center out of which 100% questionnaires were collected. Besides, interview was conducted with the Director of the training center.

**Table 3-1 Profile of the respondents**

No.	Item	Trainee		Trainer		Administrative staff	
		F	%	F	%	F	%
1	Gender						
	- Male	20	25	8	80	-	
	- Female	60	75	2	20	4	100
2	Age						
	-18-30 years	20	25	3	30	1	25
	-31-40 years	22	27.5	5	50	1	25
	-41-50years	36	45	-	-	2	50
	Above 50	2	2.5	2	20	-	-
3	Academic qualification						
	1-12 grade	2	2.5				
	Diploma	29	36.25	-	-	1	25
	Degree	43	53.75	4	40	2	50
	Masters	6	7.5	5	50	1	25
	PHD& above			1	10		
4	Current position						
	- Higher position	41	51.25				
	- Employee	39	48.75	1	1		1
5	Year of service						
	- 1-5 year			5	50	3	75
	- 6-10 years	-	-	3	30	-	-
	- 11 & above			2	20	1	25

### **3.2 CHARACTERISTICS OF THE STUDY POPULATION**

The characteristics of the population or the personal variables of respondents were considered for the study to know the respondents general characteristics. The personal variables considered include gender, age range, academic qualification and their current position in their organization

As presented on the above table, 25% of the trainees were males while the remaining 75% of them was females. The number of females were far greater than the number of male this has its own implication on the involvement of women's in the capacity building activity.

Regarding the trainers 80% of them were male and the remaining 20% of them were female. All administrative staff respondents were female.

Considering the age category 25% of the trainees were in the age group between 18-30 years, 27.5% of them were fall between 31-40 years of age ,45%of them lie within the age group of 41-50 years, the remaining 2.5% of them were above 50 years.

From the total respondents of the trainer 30% of them were in the age group of 18-30, while 50% of them were lie within the age group of 41-50, the remaining 20% of them were fall under above 50 years of age.

Considering the administrative staff age 25%, 25% and 50% of them were lie within the age group of 18-30years, 31-40 years and 41-50 years respectively.

The other personal variable considered was academic qualification of the respondents as shown on the above table; the majorities (53.75%) of the respondents (trainees) had first degree the remaining 36.25%, 7.5% and 2.5%, of the respondents had diploma, master's degree and 1-12 grades respectively. This implies that the training center should identify the qualification of the trainee and job performance skill needed to improve performance and productivity. In addition the training center have to be analyze the trainees to insure that the program will be suited to their specific level of education in order to sharpen capabilities required to perform varies tasks and function associated with their qualification.

Considering the trainers 50% of them had masters degree while 40% of them had first degree the remaining 10% of them had PHD and above. This implies that the qualifications of the trainees were good enough but it is better if the training center strive to upgrade the trainee's qualification more. Concerning the administrative staff 50% of them were degree holder where as the remaining 25% and 25% of them were diploma and masters degree holder respectively.

Considering the current position of the trainee 51.25% of them were higher official while the remaining 48.75% of them were employee of their organization with different responsibility.

The final personal variable considered were the service year of the trainer and the administrative staff. According to the data collected, 50% of the trainers had served for 1-5 years. The remaining 30% and 20% of them had working experience of 6-10 years and 11 and above years respectively.

Regarding the administrative staff the majority 75% of the respondents served the training center from 1-5 years where as the remaining 25% of the respondents had a working experience of 11 and above years.



**Table 3.2 Efficiency & Effectiveness of the training program**

No.	Item	SA.(5)		A(4)		DA(2)		SD(1)		N(3)		Mean
		F	%	F	%	F	%	F	%	F	%	
1.	The training I have taken is relevant to my job	79	98.75	1	1.25							6.23
2.	I am generally satisfied with the training and development program of the training center	63	78.75	17	21.25							7.23
3.	I am provided with a complete understanding of the objective of the training I' am involved in	65	81.25	15	18.75							6
4.	Management and trainers encourage trainees to participate	75	93.75	5	6.25							6.17
5.	There is a defined criteria for training and development program at the center	61	76.25	16	20					3	3.75	5.90
6.	There is fair and transparent way of handling training and development program at the center	62	77.5	17	21.25					1	1.25	5.95
7.	The training adds value on the better performance	70	87.5	10	12.5							6.09
8.	Effective and efficient training program at the center	65	81.25	15	18.75							6

**Administrative staff**

No	Item	SA(5)		A(4)		DA(2)		SD(1)		N(3)	
		F	%	F	%	F	%	F	%	F	%
1.	There is a defined criteria for training	2	50	2	50						
2.	There is fair and transparent way of training activity	1	25	3	75						
3.	There is effective and efficient training program	2	50	2	50						
4.	Trainees are satisfied with the training service	2	50	2	50						

### **3.3 Respondents (Trainee and Administrative staff) view on the efficiency and effectiveness of the training program**

98.75% and 1.25% of them were strongly agreed and agree with the relevance of the training to their job respectively. This implies that the training enables them to perform their current work more efficiently and also fits them for other duties. In addition, the training helps them to develop capacity for higher work and greater responsibility. In support of the idea forwarded by the trainee the director of the training center during the interview confirmed that the training center has its own training program. This program were prepared annually but if there is a need of some adjustment the training center update or revise the program accordingly. Mostly the adjustment is based on the needs of the organization (Trainee).

Significant number of respondent were highly satisfied with the training and development program of the training center, 78.75% and 21.25% of them were strongly agreed and agree respectively. Regarding this parameter the response of the administrative staff also confirm of the response of the trainee. The majority of the respondents 50% and 50% of them were strongly agreed and agree respectively.

The training has to be effective and efficient in order to get the expected benefit from it. As Kandula (2004) mention in his book called Human resource management in practice “ To be effective training needs to fallow a systematic process ( assessing need, trainee acceptance, learning environment, training method application of new skills and evaluation) “

Concerning the understanding of the training objective 81.25% and 18.75% of the trainees strongly agreed and agree respectively. This implies that the goal or objective of the training has tied with the company’s strategic plan these goals reinforce the large mission on the company and are also vital to the continued viability of the program.

Regarding the management and trainers encouragement of trainees to participate, the majority of the respondents were in favor of this parameter. 93.75% and 6.25% of them were strongly agreed and agree respectively. In favor of this idea the director confirmed that the coordination of the management toward the training activity was highly satisfactory. According to the evaluation conducted in 2004 budget year the training center has got 90% satisfaction this is mainly due to good coordination of the training program management. Eventhough the director confirmed this she couldn’t show the evaluation result as evidence practically. In this regard the training managers have to avoid becoming so wrapped up in the details of day to day training function that they forget to stop occasionally and assess the overall progress of the training program. Time must be made for reflection and analysis. More over training system must be implemented through the active involvement of the managers and they will be responsible for its continuation

The training program should be designed so as to provide learning opportunities that are effective and efficient. Training is the bridge that fills the gap between where an individual is and where the organization wants him to be. To identify such gap Boydell and Leary 2002, cited by Wendy (2007), sagest that the organization needs to identify three levels of performance which are-

Level 1. Implementing - bridging the gap between present and desired performance, measured against existing standards.

Level 2. Improving - to enable a continual rising of standards

Level 3. Innovating - doing new and better things to enable change and a continuous learning organization.

Similarly the training plan should identify and detail any specific problem or problems that are currently impeding the companies' potential for maximum profitability. These problems should constitute the core of the training program.

Regarding the existence of defined criteria for training and development at the center 76.25% and 20% of the trainee were strongly agree and agree respectively where as the remaining 3.75% of them were indifferent or neutral with this parameter. Similarly the majority of the respondents (Administrative staff) were in favor of this idea. 25% and 75% of them were strongly agreed and agree respectively.

Concerning the existence of faire and transparent way of headlining training and development program 77.5% and 21.25% of the trainee were strongly agree and agree respectively. The remaining 1.25% of the respondents were neutral with these parameters. Similarly the majority of the respondents (Administrative staff) were in favor of the idea; there is faire and transparent way of training activity. 25%and 75%of them were strongly agreed and agree respectively.

Concerning the 7<sup>th</sup> parameter (training adds values on the better performance) 87.5%and 12.5% of the respondents (Trainee) were strongly agreed and agree respectively. In relation to this parameter question were raised to the director of the training center (what is the contribution of the training center toward the development of the economic performance of the country? and what are the indicators? ) The directors claimed that the training center has its Own contribution on the development of the country the main indicator for this could be the training center prepares different kinds of training program which have their own contribution toward the economics performance of the country among this the main one is :-

S Civil service reform training programs

S Public financial management training programs

S Legal studies training program and

S Urban development studies training program etc

Regarding the existence of effective and efficient training program at the center 81.25%and 18.75% of the trainee were strongly agree and agree respectively. Similarly 50% and 50% of the administrative staff response were strongly agreed and agree respectively. In support of the idea forwarded by the trainee and the administrative staff the director of the training center during the interview confirmed that the training center has its own training program. These programs were

prepared annually but if there is a need of some adjustment the training center may update or revise the program accordingly. Mostly the adjustment is based on the needs of the organization (Trainee)

In general as the mean rate of each parameter indicates, the majority of the respondents were in favor of the efficiency and effectiveness of the training program

For any positive question the value above the mean indicates that the respondents are in favor of about the issue raised.

As indicated on the table 3.2 above the mean average rates of the response of the trainee and the administrative staff for all parameters on the efficiency and effectiveness of the training program are above the acceptable mean rate of 3.

**Table 3.3 Training evaluation method (Trainee)**

No	Item	SA(5)		A(4)		DA(2)		SD(1)		N(3)		Mean
			%		%		%		%		%	
1	Trainees have a chance to express their feelings about the training activities (evaluation of training)	67	83.75	11	13.75					2	2.5	6
2	The training has conducted with different training aids like video	1	25	2	50					1	25	
3	Conductive working atmosphere	2	50	2	50							

### **3.4 Respondents (Trainee & Administrative staff) view on the evaluation the training method**

**L.Kirkpatrick and D.Kirkpatrick in their book evaluation of training program suggests that**

The reason for evaluating is to determine the effectiveness of training program when the evaluation is done, we can hope that the result are positive and gratifying, both for those responsible for the program and for upper level managers who will make decisions based on their evaluation of the program. In this regard respondents were asked to give their view on the existing training evaluation mechanism.

83.75% and 13.75% of respondents were strongly agreed and agree respectively. While the remaining 2.5% of the respondents were neutral to this parameter. Similarly 100% of the respondents (Administrative staff) were in favor of the idea that the training center conducts training evaluation frequently.

Training is about improving performance, and there for training program needs to be measured. According to Garry (1997) Training evaluation should look at four basic categories -

1. Reaction - the trainees views on the program. Did they find it useful? Was it worthwhile?
2. Learning - have they learned the skills they were supposed to learn? Will they now be able to do their job better?
3. Behavior - has this changed due to the training program? Are they able to work more effectively with colleagues and customer?
4. Result - are the trainees now more productive? Has performance improved? Is it of better quality?

During the interview, questions were asked to know the existence of evaluation mechanism. According to the information obtained from the interview the training center prepares questionnaires and interview in the middle of the training and after the training (Post training evaluation). The questionnaires and interview at the middle of the training help the training center to adjust the problem and smoothen the training where as the post training evaluation made with the organization of the trainee in this case the mechanism used for evaluation is interview. This help the training center to know the change made after the training. As the director explain the training center use this information for better performance in the future

**Table 3.4 Need assessment**

No.	Items	SA(5)		A(4)		DA(2)		SD(1)		N(3)		Mean
			%		%		%		%		%	
	Training program is based on prior need assessment	65	81.25	14	17.5					1	1.25	5.21

### 3.5 Respondents (Trainee) view on the need assessment mechanism

M. AL- Ajlouni. M.H Athamneh and A. Jaradat. (2010). Stated With regard to people working in the organization needs and aspiration the people must be properly evaluated. Specification of training needs means translating the needs of people in to specific needs and achieving those aspirations by training programmers. Basic idea behind this evaluation is to make organization a learning organization.

As can be seen on the Table 3.4, questions were raised to know respondents view about the existence of need assessment mechanism.

The majority of the respondents (trainees) were comfortable with the parameter raised 81.25% and 17.5% of the respondents were strongly agree and agree respectively. The remaining 1.25% of the respondents was neutral. Similar to the trainees' response the director confirmed that there is a need assessment mechanism; from this mechanism questionnaires' and interview were prepared for the participant. Based on the information obtained from the participant the trainees were grouped for the delivery of the training. Even though the director spayed this one of the team leader of the training center during the interview confirmed that the training center does not conduct any need assessment mechanism the trainees were trained based on the agreement with their organization (the trainee's organization set the kind of the training they want to)

**Table 3.5 Academic & logistical support (Trainee & Administrative staff)**

No	Item	SA(5)		A(4)		DA(2)		SD(1)		N(3)	
		F	%	F	%	F	%	F	%	F	%
1	The training has conducted with different training aids like video	1	25	2	50					1	25
2	Conductive working atmosphere	2	50	2	50						
3	Training facilities are well organized	66	82.5	13	16.25	1	1.25				6

### **3.6 Respondent (trainee & administrative staff) view on the academic and logistical support**

In a dynamic situation, environment continues to put new pressure and demands up on the system even if it is for survival only. Because of liberalization, competition has become sever and public sector as well as to compete with each other in orders to stay a viable entity. Hence changes in the environment can no more be over looked but need to understand and updated to. As can be seen from the table above the majority of the respondents (trainee) had positive feeling about the academic and logistical support of the training center. 82.5%and 16.25% of them were correspondingly strongly agreed and agree respectively. The remaining 1.25% of the respondents was disagreed with this parameter.

Looking in to the second parameter training has conducted with different training aids like video etc the majority of the respondents ( Administrative staff ) were in favor of the idea raised 50% and 25% of them were agree and strongly agree respectively the remaining 25%of the respondents were neutral with this parameter .

In support of the idea forwarded by the trainee the majority of the respondents were (administrative staff) had a positive feeling about the working atmosphere. 50% and 50% of



them correspondingly strongly agree and agree respectively with the idea that there is a conducive working atmosphere.

**Table 3.6 Challenge that confront the training center**

No.	Item	SA(5)		A(4)		DA(2)		SD(1)		N(3)		Mean
		F	%	F	%		%		%		%	
1	There is effective and timely reaction to the problems	66	82.5	12	15	2	2.5					5.97

### 3.7 Respondents (trainee) view on the challenge confronting the training center

Regarding the challenge that confront the training center the majority of the respondents (trainee) were in favor of the idea effective and on time reaction to the problem raised. 82.5% and 15% of the respondents were strongly agreed and agree respectively. While only 2.5% of the respondents were disagree with this parameter. In relation to this parameter two questions were raised for the director of the training center during the interview the first one is do you think the absence of the permanent trainers have its own impact on the training ? The director confirmed that the absence of permanent trainer could have some impact but having a permanent trainer is not as such important, we can invite trainers according to our needs but this does not mean that the training center does not have a permanent trainer. The center have about four permanent trainer in addition, even though the center wants to have a permanent trainer in all field it is difficult in terms of cost and sometimes unnecessary so, the training center choose to work with other organization by coordination .

The second question asked for the director was what is the main challenge that confronts the training center? As per the information obtained from the director, the main challenge of the training center was the absence of professional trainers especially in the IT field. The other challenge was when training is delivered outside the training center (at the trainees work place)

because the working atmosphere and the facilities may not be as expected or may not be comfortable to the training activity.

**3.7 Table 3.7 Competency of the trainer**

No.	Item	SA(5)		A(4)		DA(2)		SD(1)		N(3)		Mean
		F	%	F	%	F	%	F	%	F	%	
1	The trainers have academic qualification for the subject	73	91.25	6	7.5			1	1.25			6.09

### **3.8 Respondents view on the competency of the trainer**

Looking in to competency of trainers the conventional view about the role of a trainer is to conduct training programs. A good trainer must necessarily be able to take sessions in different training courses his rating in these training program would mostly determine his success or otherwise as a trainer. Having this, response of the majority respondents was in favor of the issue raised. 91.25% and 7.5% of the respondents were strongly agreed and agree respectively with the competency of the trainers. The remaining 1.25% of the respondents was indifference

**Table 3.8 Choice of the training and development program**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative percent</b>
1. Based on the level of trainee	2	20	20
2. Based on the interest of trainer	1	10	30
3. Based on the cost Incurred			30
4. Based on the nature of content offered	2	20	50
5. Based on the purpose of training and development	5	50	100
<b>Total</b>	10	100	

### **3.9 Respondents (trainer) view on the choice of the training and development**

Training is a specialized function. Hence trainer must know exactly what is required from the training program in accordance to the identified tools, frame work, techniques, processes are identified in designing and implementing efficient, effective, timely and productive training programs for those who require it. Training needs also determine the nature of training program, formulation of training program includes those factors that are related to the evaluation of the training programs in terms of techniques and skills can be properly considered.

Accordingly the majority of the respondents (50% of them) replayed that the training method they used were based on the purpose of the training and development. While 20%, 10% and 20% of them replayed that based on the level of trainee, based on the interest of trainer, based on the nature of content offered respectively.

**Table 3.9 Post training discussion**

<b>Response</b>	<b>Frequency</b>	<b>Percent (%)</b>	<b>Cumulative percent</b>
No	3	30	30
Yes	6	60	90
Some times	1	10	100
<b>Total</b>	10	100	

### **3.10 Respondents view ( trainer)on the post training discussion**

As show on the above table 60% of the respondents revealed that the existence of post training discussion with trainees, 30% of the respondents said that there is no post training discussion with trainees where as 10% of the respondents revealed that sometimes they make post training discussion with the trainees.

The possible causes for the absence of post training discussion with trainees mentioned by the respondents were the absence of responsible body to do that and the absence of enough time for discussion.

**Table 3.10 problems faced while conducting training program**

<b>Response</b>	<b>Frequency</b>	<b>Percent (%)</b>	<b>Cumulative percent</b>
Yes	2	20	20
No	8	80	100
Not sure			
<b>Total</b>	10	100	

### **3.11 Respondents view on the problems faced while conducting training program**

As shown in table 3.9 above respondents were asked whether they faced problem while conducting the training program or not. The majority of the respondents 80% of them replied that they didn't face problem while conducting the training program. The remaining 20% of the respondent's revealed the existence of the problem while conducting the training program.

Problems mentioned by trainer are:-

- S Language barrier

- S The center delivered training based on the need /demand of trainees this may affect the schedule of the center.

## **Chapter four**

### **Summary Conclusions and Recommendations**

#### **4.1 Summary**

The training philosophy must describe the overall consideration and belief of the institution towards knowledge acquisition and the sensible utilization of all knowledge media available.

The main purpose of this study was to determine the extent of effectiveness of the training program in ECSUCTC.

The data of this study were collected from the response of the existing trainee's administrative staff and the director of the training center at the time of the research. Questionnaires were prepared for the trainee, trainer, and the administrative staff. Interviews were conducted with the director of the training center.

With appreciation of the training policy in general, some gaps to be filled in specific manner are the finding of this research paper.

- > In the interview with the director of the training center it was mentioned that there is an evaluation mechanisms after the training /post training evaluation/ with the trainees organization to know what change the trainees made on his work after the training, but according to one of the team leader of the training center this kind of evaluation does not exist practically but recently the training center has an intention to do such kind of evaluation mechanism.
- > Regarding the accessibility of the training plan and its implementation method, the trainee's participation is very limited.
- > The shortage of the qualified trainers especially on the IT field is the major problem in the training center.
- > There was no mechanism to recognize the achievement of trainees at the end of training
- > The absence of consistency on need & gap analysis

## **4.2 Conclusions**

In measuring the theoretical back grounds of training and development against the data collected and presented was believed to address the points to be appreciated and the gaps to be field. Accordingly the training center has given due attention for training effectiveness and efficiency as can be seen from the respondents. In addition to this almost every respondent including trainees, trainer and the administrative staffs have expressed their filing positively on the points mentioned below.

- Effective and efficient training management
- The satisfaction of the trainee with the service (academic and logistical support)

This implies that the training center has striving to implement the training system through the active involvement of the management and they will be responsible for its continuation. Even though there is a challenge that hinders the training activity, the training center is on the logical point to offer an effective and efficient training that has its own contribution on the development of the country's economic performance.

### **4.3 Recommendations**

As it was stated earlier in this study the purpose of or objective of the study was to determine the extent of effectiveness of the training program in ECSUCTC .In general it includes, identifying problems as well as forwarding recommendation for the subject matter of the study.

The researcher would like to make the following recommendation in view of what has been concluded by the data collected and analyzed.

- 1 As it is indicated on this research study, the major challenges that confront the training center were the shortage of the qualified trainers especially on the IT field. Regarding this point the researcher suggest the following points.
  - As it practiced in different sectors, by providing short term or long term upgrading courses outside the country the training center could reduce the shortage of the qualified trainer.
  - Create easy access for further education and specialization for all training programs in order to develop the competency of the existing trainers.
  - Institute short term training and development programs that would enable them more competent and making them in the desired path by inviting professional from abroad even from neighbor African countries.
- 2 Even though the training program management was highly encouraging the training center has to be striving for retaining this capable resource in the training and development process.
- 3 The training center must recognize the achievement of each and every trainee at the end of the training in order to measure the effectiveness of the training.
- 4 The management of the training center should participate the trainees in the training plan and its implementation in order to make the training more effective.
- 5 The training center should formulate or develop coherent, consistent and clear training program policy and there should be continued commitment to implementing the policy form top officials down to the team leader of the training center.
- 6 It is highly recommendable to have need and gapes analysis every quarter rather than one's in a year for better performance.



- 7 The training center must offer a wide variety of courses in order to expand its capacity (Entrepreneurship).
- 8 The training center have to be strive to supplement the training activity by introducing video-based courses, computer assisted instruction and web-based training.
- 9 Finally the training center should strive and give due attention to recognize, furnish develop and expand the existing management and productivity improvement in order to provide the quality service that makes difference and able to reduce the problem in the gap between the knowledge and skills the job needs.

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**ST.MARY'S UNIVERSITY COLLEGE**  
**SCHOOL OF GRADUATE STUDIES**

**To be filled by the trainee** This questionnaire is prepared to gather information on the effectiveness of the training program at Ethiopian Civil Service Training Center. The purpose of this study is to collect material evidence which would support to write a research paper in partial fulfillment of Master's Degree in Business Administration Graduate Program. The title of the research is "The extent of effectiveness of training program in Civil Service Training Center"

Your input is very important to the research hence you are kindly requested to fill this questionnaires to achieve the grand objective of the study. This study is anonymous and your response will be kept highly confidential and used only for this research.

I thank you very much in advance for participating in this survey and providing your thoughtful feedback.

**Personal information**

1. Age group A, 18-30 ☐ B, 31-40 ☐ C, 41-50 ☐ D, Above 50 ☐
2. Sex:      Male ☐ Female ☐
3. Academic qualification 1-12Grade ☐ I Diploma Degree ☐ J Master's degree EH PHD & above ☐ I ☐ I
4. Current position: Higher official EH employee ☐ I ☐ I

**Keys:** Strongly Agree (**SA**)      Agree (**A**) Disagree (**DA**) Strongly Disagree (**SD**)

**ANNEX 1**

Please insert a tick mark (V) where you think is appropriate in the space provided.

No.	Focus Area	SA	A	DA	SD
	<b>Efficiency &amp; effectiveness of the training program</b>				
1	The training I have taken is relevant to my job				
2	I am generally satisfied with the training and development program of the training center				
3	I'm provided with a complete understanding of the objective of the training I'm involved in				
4	Management and trainers encourage trainees to participate.				
5	There is a defined criteria for training & development program at the center.				
6	There is fair and transparent way of handling training & development program at the center				
7	The training adds value on the better performance				
8	Effective & efficient training program management				
	<b>Training evaluation</b>				
1	Trainees have a chance to express their feelings about the training activities ( Evaluation of training )				
	<b>Need assessment</b>				
1	Training program is organized based on prior need assessment				
	<b>Academic &amp; logistical support of the center</b>				
1	Training facilities are well organized				
	<b>Competency of the trainers</b>				
1	The trainers have academic qualification for the subject				
	<b>Challenge that confront the training center</b>				
1	There is effective and on time reaction to the problem				

**ST.MARY’S UNIVERSITY COLLEGE**  
**SCHOOL OF GRADUATE STUDIES**

**Interview with the Director of Ethiopian Civil Service University, Center for Training and Consultancy /CTC/**

This interview is prepared to gather information on the effectiveness of the training program at Ethiopian Civil Service Training Center. The purpose of this study is to collect material evidence which would support to write a research paper in partial fulfillment of Master’s Degree in Business Administration Graduate Program. The title of the research is “The extent of effectiveness of training program in Civil Service Training Center”

Your input is very important to the research hence you are kindly requested to respond this interview to achieve the grand objective of the study. This study is anonymous and your response will be kept highly confidential and used only for this research.

I thank you very much in advance for participating in this survey and providing your thoughtful feedback.

### **Efficiency & effectiveness of the program**

1. Does Ethiopian Civil Service Training Center (ECSTC) have a strategic plan or program for training and development of trainees?
2. If there is a plan (program) is it its own contribution in the development of economic performance of the country? If yes what are the indicators?
3. Does the training center have defined and transparent criteria for recruiting the trainees?
4. Does the training center have detail information and personal adequate profile for each trainee? If no what is (are) the reasons?
5. Do you think the training program in the training center is effective, efficient and well developed? If yes what is (are) the indicators?
6. How effective and efficient is training program management at ECSTC?
7. Which type of training does the training center use mostly?

### **Need assessment**

1. Is there need assessment mechanism for training?
2. If the answer for the above question is yes what is the need assessment mechanism employed?
3. Does the training center try to include the trainees in the need assessment process? If no why?

### **Training evaluation**

1. Does the training center have evaluation mechanism about training outcome?
2. If the answer for the above question is yes how is the evaluation conducted? And does the training center use the evaluation outcome as an input?

### **Challenge that confront the training center**

1. Do you think the absence of permanent trainer have its own impact on the training?
2. If the answer for question no.12 is yes what are those impacts? And what action the management takes?
3. What are the main challenges that confront the training center?

### **Academic & logistical support of the ECSTC**

1. Does the trainees satisfied with the training and the service (academic & logistic)

**ST.MARY'S UNIVERSITY COLLEGE**

**SCHOOL OF GRADUATE STUDIES**

**To be filled by the Administrative staff**

**This questionnaire is prepared to gather information on the effectiveness of the training program at Ethiopian Civil Service Training Center. The purpose of this study is to collect material evidence which would support to write a research paper in partial fulfillment of Master's Degree in Business Administration Graduate Program. The title of the research is "The extent of effectiveness of training program in Civil Service Training Center"**

**Your input is very important to the research hence you are kindly requested to fill this questionnaires to achieve the grand objective of the study. This study is anonymous and your response will be kept highly confidential and used only for this research.**

**I thank you very much in advance for participating in this survey and providing your thoughtful feedback.**

**Personal information**

**1. Age group A, 18-30 ☐ B, 31-40 ☐ C, 41-50 ☐ D, Above 50 ☐**

**2. Sex: Male ☐ Female ☐**

**3. Academic qualification: 1-12 Grade ☐ Diploma ☐ Degree ☐ Masters degree ☐ PHD & above ☐**

**4. Year of service at ECSTC 1 Year ☐ 1-5 Year ☐ 6-10 Year ☐ 11 & above ☐**

**Keys: Strongly Agree (SA)    Agree (A) Disagree (DA) Strongly Disagree (SD)**



**Pleas insert a tick mark (V) where you think is appropriate in the space provided**

No	Activities	SA	A	DA	SD
	<b>Efficiency &amp; effectiveness of the training program</b>				
1	There is a defined criteria for training				
2	There is fair and transparent way of training activities				
3	There is effective and efficient training program				
4	Trainees are satisfied with the training service				
	<b>Academic &amp; logistical support of the ECSTC</b>				
1	The training has conducted with different training aids like video etc.				
2	Conductive working atmosphere				
	<b>Training evaluation</b>				
1	The training center conducts training evaluation frequently				
2	The result obtained from the evaluation is used as an impute for corrective action				
3	Trainers are evaluated frequently				
	<b>Competency of trainers</b>				
1	There is competent and efficient trainers in the training center				
2	There is a mechanism to measure a specific level of skills and knowledge obtained from the training				
	<b>Challenge that confront the training center</b>				
1	There is a challenge that hinders the training activities at the center				
	<b>Need assessment</b>				
1	The training has an alignment with the needs of the trainees				

If you have additional idea that support the above point

**ST.MARY’S UNIVERSTY COLLEGE**  
**SCHOOL OF GRADUATE STUDIES**

**To be filled by the trainers**

This questionnaire is prepared to gather information on the effectiveness of the training program at Ethiopian Civil Service Training Center. The purpose of this study is to collect material evidence which would support to write a research paper in partial fulfillment of Masters Degree in Business Administration Graduate Program. The title of the research is “The extent of effectiveness of training program in Civil Service Training Center”

Your input is very important to the research hence you are kindly requested to fill this questionnaires to achieve the grand objective of the study. This study is anonyms and your response will be kept highly confidential and used only for this research.

I thank you very much in advance for participating in this survey and providing your thought full feedback.

**Personal information**

1. Age group A, 18-30 ☐ B, 31-40 ☐ C, 41-50 ☐ D, Above 50 ☐
2. Sex: Male '(Z'      Female ZZ
3. Academic qualification: 1-12 Grade Q^Diploma (^Degree H Masters degree H PHD & above
4. Year of service at ECSTC 1-5 Year                      6-10Year                      11 & above J\_\_\_J

1 How did you choose the training and development method?

- A) Based on the level of trainees
- B) Based on the interest of trainer
- C) Based on the cost incurred
- D) Based on the nature of content offered
- E) Based on the purpose of training and development

1. Do you make post training discussion with trainees?

- A) Yes B) No C) some time

2. . If your answer for question 2 is no why?

- A) Trainees are not willing to discuss
- B) The absence of responsible body to do that
- C) There is no enough time for discussion
- D) Lack of awareness about importance of such discussion
- E) Other (if any idea)

3. . Has you faced problem while conducting training program?

- A) Yes B) No C) Not sure

4. . If your answer for question four is yes what are those problems

- A) Financial problems
- B) Shortage of training facilities

C) In adequate knowledge about the need of training

F) Other (if any)

If you have any comment on the training activity of the training center?



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